

*The* **H** *Magazine for the Christian Home*  
**Hearthstone**



**Does Your Family Belong to the F.B.I.?—William H. Genné**  
**Has Your Teen-ager a Convertible?—Roy Hanson**

**MAY, 1960—25c**



# The **H** Magazine for the Christian Home Hearthstone

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### Question Box

Generally a child is curious about everything. While this is a direct aid to the child for learning and understanding, it may cause many an exasperated mother to dub him or her a Question Box. One of the articles this month is planned to guide parents in answering their children's questions. It is entitled "Answering Children's Nature Questions" and is written by Ruth C. McDowell.



In the October, 1959, *Hearthstone*, Goldie Alumbaugh, a retired missionary, wrote an article entitled "Family Life in the Belgian Congo." She painted the picture of the "old" Congo. Vera G. Cuppy has responded with a look at the "new" Congo. You will find her article, "Changes in Congo Family Life," on page 25.

First in a series of three articles addressed to parents dealing with teen-age social problems is "Has Your Teen-ager a Convertible?" The author, Roy Hanson, points out a number of basic needs that affect the teen-ager's adjustment and relationship to the peer group. Recognizing these needs and trying the suggestions given may be just the help some parents of teen-agers are seeking.



The fiction for adults is somewhat different this time. Shirley L. Hill, the author, takes the readers on a retreat to India in the story, "Joy in the Morning."

Parent study groups or classes may find the following two articles of interest: "Families Can Have Fun Re-Creating Together" by Lawrence H. Janssen and "Does Your Family Belong to the F.B.I.?" by William H. Genné. Two meeting plans are included along with each article.

**Coming Next Month:** "Children—by Chance or by Choice" by Frank Edmund See; "Are You Letting Your Teen-ager Grow?" by Roy Hanson; "Facing Ourselves As In-laws and Old Folks" by Alpha Mell Stuart; "A Child's Secret Sorrow" by Joyce Knudsen; and others.

Until then

R. C.



# Does Your Family Belong to the F.B.I.?

by William H. Genne

ONE MOTHER, IN A moment of weariness said, "The trouble with family living is that it's so daily!" Every kind of work, including homemaking, has its routine aspects that are monotonous and boring. For some women it is cleaning, for others it may be mending or cooking. For some men it is the lawn, or putting out the garbage and trash, or cleaning out the garage or basement.

God has given us a great gift with which to cope with these routine tasks—the gift of habit. Many routine tasks can be performed by habit, leaving the mind or spirit free to soar. By using this precious and little understood gift while performing the most unpleasant tasks we are free to recall the most pleasant times.

Muriel Lester has reminded us in her writings on prayer that while we brush our teeth, shave, or lace our shoes, our minds are free to offer up prayers or to think of those we love and serve.

There is a danger in connection with habit, however. While it is a blessing for coping with routine tasks and dealing with things, there is a subtle temptation to use habit in dealing with people. We want to handle people in the same accustomed way. This can be deadly. People are always changing. Situations involving people are always new and different; to handle them in a mechanically habitual way can be tragic. Sometimes the tragedy is sudden and dramatic, as when a youth rebels and leaves home. At other times there is a slow corrosion of all that is

Harold M. Lambert

**There is no lack for imagination here!**





living and vital, as when a wife gradually gives up trying to please a husband who habitually gives all his time and strength to his work.

Divorce is often regarded as a great tragedy but there seems to be an even greater loss in many partners who settle for a dull and grinding mediocrity in their family life. Though they have no open quarrels and would never think of scandalizing themselves by getting a divorce, their living together has become so habitually mechanical that it has become a dull boredom. Compared to the bright dreams of their new love, their marriage has lost all its color. Sometimes a sense of duty toward children has become so oppressive that all the fun has been squeezed out of life.

As with every temptation, however, God has provided an antidote. The antidote to the temptation of deadening habit in dealing with people is imagination. We like to call it the blessed imagination and those who grow in this quality belong to the F.B.I.—the Fellowship of the Blessed Imagination.

Isn't imagination the quality that makes courtship and engagement such a wonderful experience? During these rosy days we do not take anything for granted but strive always to find new ways to please each other.

Here is the basic factor that keeps love not only alive but growing richer through all the years: the imagination to know how the other feels; the imagination to find ever new ways of letting your partner know how much love is in your heart.

Some folks get a bit uncomfortable when the much over-used and little practiced word "creative" is used particularly to refer to creative relationships within the family. They somehow identify the word with the creative arts—music, poetry, painting, and the others. Then they shrug their shoulders and dismiss the whole idea, saying they have no talent nor the money to pursue such expensive tastes.

There is a real creativity that comes with the use of the Blessed Imagination.

One of the great fears of newly-weds is that, after the bright days of the courtship and honeymoon are over, each will be taken for granted and that their togetherness will lose its luster. This need not happen.

One study of five hundred couples asked the wives, "What does your husband do that makes you most happy?" The most frequent answer said, in one form or another, "The little, thoughtful kindnesses I had no right to expect!"

One husband would leave a "tip" under his plate after a meal in the form of a slip that said, "Good for one back rub when you're feeling tired!"

A wife would put a note into her husband's sock "Darned with love." Which reminds me of a rabbi's wife who said, "A woman is never a slave when she makes a gift of love."

There are many variations to such thoughtful surprises to those who belong to the F.B.I. and none of them need money or much time.

We slip into careless habits in using our time and become more rushed. Then there is always danger of drifting apart. Breakfast is the most slighted meal and this creates not only a real health problem but starts the day with a dull gray instead of a bright warm glow in the heart. Some men develop a specialty in the kitchen—their own brand of pancake or bacon nests for eggs. This can be a featured surprise from time to time, at least on the week end.

Another area for the application of the blessed imagination is in the handling of money. The wife who imagined herself as the purchasing agent for a small business and studied her job with all the zeal that she devoted to her work before marriage found many fascinating, and profitable, experiences. After all, their family was a business that involved 100 per cent of their income.

One husband had the imagination to give his wife her allowance in the form of a salary check each week. This gave her a feeling of independence and appreciation—especially when he would put a "letter of commendation" for something he liked especially along with the check in her "pay envelope." We should add that this couple developed their spending plan co-operatively, but added these little imaginative touches, which didn't cost a penny.)

When children come into the family, their chil-

Discipline problems pose an area for creative imagination.

—Agricultural Photo by Bob Taylor





ke simplicity often makes imaginative touches a delight.

Why must we sit at the same places for every meal? One family would play "Let's pretend." In this game the children exchanged places with the grownups at the dining table. Each person was to act like the person who usually sat there. Parents who had eyes to see and ears to hear learned a lot about how they seemed to the children.

One way to get youngsters to bed is to give them the choice of being carried "pick-a-back" or "pick-a-front" rather than to give them a stern command. At the root of many discipline problems is the lack of imagination: failure to imagine when youngsters are tired, or scared, or feeling beaten by the adult world; failure to realize that they would like to be treated as we would like to be treated. The Golden Rule still works, even when disciplining children.

Birthdays and holidays can be a nightmare without the use of imagination. Instead of overwhelming a youngster on his birthday, it can be spread out over the whole year with little coupons that say, "June: one picnic," "October: a trip with Daddy to see how a post office works," and so on throughout the year. Instead of a lot of candy on one day, the coupons can promise, "One dish of your favorite pudding."

In order to get away from TV and the interruptions of phone calls, one family would get into their car and drive to a hilltop. There, while watching the sunset or the lights of the city below, they would make their plans, sing their family camp songs, and offer their prayers.

Another family appointed a "sergeant at arms." Whenever the family was "in session," he was the

only one allowed to answer the phone or doorbell. He would not allow any other member of the family to be interrupted. Certainly a family conference is at least as important as a business conference, and often more so.

Sprinkled through the imagination to give it a delightful seasoning should be an ample supply of another one of God's great gifts—humor.

Real humor is not something that hurts, embarrasses, or teases. Rather it has a delightful way of helping us see things in perspective.

One harried mother of an adolescent asked, "How do you get a teen-ager to keep her room and clothes tidy? Our girl has been so neglectful that we put a note on her door saying, 'No more nights out until you take care of your room.' Did I do right?"

Another mother in the parent study group chuckled and said, "We had that trouble with ours and every time I had to make her bed I short-sheeted it!" When asked how many times she had to short-sheet the bed, she replied, "Only twice."

Wasn't that imaginative? No nagging, no beaten-down martyrly look on that mother. Nor was she letting her daughter "get away with murder." With a delightful imagination and an impish sense of humor the mother helped the girl to get a fresh perspective on what she was doing.

Here then is one way to keep a marriage and a family growing toward the more abundant joy that Jesus came to give us. Each day let us experiment with some new dream of our imagination until it becomes a living reality in our lives. Then all the lives we touch will feel the radiance and power and joy that God has given to us in Christ.

*(See pages 20 and 21 for meeting plans.)*

One husband had the imagination to give his wife her allowance in the form of a salary check each week. This gave her a feeling of independence.

—Harold M. Lambert





CHILDREN ARE NATURAL explorers. They have to be; they have so much to learn about the world. Sometimes it seems to adults that children want to know all about everything, at once!

Questions about nature usually are at a peak during the spring and summer months. While no parent, probably not even one who is a professional botanist or zoologist, is a walking encyclopedia who can give forth instantaneous answers to all the questions a child thinks of, every parent can nourish his child's natural curiosity and help him satisfy it.

Think about it a minute, and you probably will agree that we can learn much from small children about appreciation of nature. Walk with your young child, and soon you will see his great joy and excitement in things that we don't notice at all, or that we take completely for granted. Everything in the world is fresh and new to him!

One little girl, walking home from the store with her mother, said, "Look, Mommy, the stones have stars in them." And so they did! In the sunshine, little bits of mica glinted and gleamed in their matrix of rock.

Take time, then, to enjoy with your children the sight of birds in flight, the softness of new grass underfoot, the wonder of the stars. You will feel soothed, renewed, and will be closer to the child for viewing the world as he does. Appreciate his wonderful child's point of view and you will find that trying to answer his questions about nature is much more exciting and fun for you. And you will be amazed at how much you will learn in the process.

Beyond enjoying and learning from your child's enthusiasm for things in nature, do all you can to continue and encourage his interest. If *you* don't already have such an interest, your child may give it to you. As a wise nursery school teacher once pointed out, the inquiring mind and zest for living which observance of nature can give a child will stand him in good stead throughout his life. Too, all science and art have their beginnings in the observation of nature. There are many lessons



—George A. Hammond

A hamster is watched intently by a two-year-old.

## *Answering Children's*

## *Nature Questions*

*by Ruth C. McDowell*

to be learned from natural things. One of the most important of these is that God planned the world the way it is and everything in the world serves a purpose as part of his plan.

Often careful observation of nature will give a clue to answers to questions that children ask. One thing I don't think I had ever given any conscious thought to was whether or not birds have ears. Then one day my three-and-a-half-year-old asked me, "Do

birds have ears, Mommy?" "Well of course birds have ears, or do they?" I thought. Then I remembered walking in the country and seeing great flocks of birds taking flight as soon as a branch or a twig snapped. So I said to Tommy, "Let's see if birds have ears. Let's see if they hear us." We stood very still at our kitchen window, watching the birds. Suddenly Tommy gave a loud shout. Of course the birds flew away. They must have heard us! Such



simple thing! Later we were able to look at a neighbor's pet bird. We could find no evidence of ears! Then we "looked it up" and read that a bird's ear is a small hole covered with feathers, on the side of his head, and therefore almost completely invisible. Firsthand observation of the life cycles of creatures can help a child answer his questions about habits and growth of living things. All children, particularly those living in cities, should be given an opportunity for close day-to-day observation of an animal. Children can collect frogs' eggs in the spring, at a pond or stream edge, and bring them home to watch. If cocoons are found they may be brought home and kept to see what will emerge. Oruppies or goldfish may be purchased at a pet shop and kept in a small aquarium. Children also enjoy pet birds, and of course they can learn much from watching a dog or a cat. Caring for and watching these animals will help answer children's questions about

birth, growth, food, and how nature equips animals to live in their environment. Here again the alert parent can point out to the questioning child that all these creatures live and grow according to God's plan. When a child asks "why" questions—"Why do tadpoles turn into frogs?" "Why do cocoons release moths?"—the best answer probably is, "Because God planned it that way."

The smallest children always seem to have many questions about seasons. We know the answers to most of these; the information is common knowledge to us. Here again is a wonderful opportunity to show a child God's plan for the world. If he asks when it will be "snow time," you can show him that all the things which happen in the fall need to be finished before it is winter and the snow comes. Show him that fall is the time for harvesting the summer's crops, that birds fly south for the winter, squirrels store nuts, and trees and plants shed their leaves to be ready for

the cold weather. Show him this and he will be learning about relationships and sequential development. He also will see the wonderful order and design of the universe.

When your child watches your fuel oil being delivered, and asks, "Where does the oil come from?" how do you answer? Is "From an oil well" really an answer? Does it have any meaning at all to a child? Not to most children under eight or nine, I should think, unless they live near oil fields, or someone has discussed the subject with them before. Firsthand experience is the best teacher, and a visit to an oil well or refinery may be possible in some cases. If not, books, pictures, and stories are the answer. A meaning must be given to "coal mine" or "oil well." This can be done by discussions and pictures (some of which you could draw yourself) of what a coal mine or oil well is, how the oil got into the ground, and how it is taken out and shipped. When your child asks you such questions, you often will be surprised by how much you know and haven't thought of for years. Dredge up all these bits of information from your mind and you will be able to answer many questions about things in nature. Often, too, you can stimulate your child's thought further and lead him into other fields.

Inevitably your child will come up with some questions which stump you. Here a dictionary, especially an unabridged one, is indispensable. Keep it handy and refer to it often; you will be amazed at how much information it contains. Of course, an encyclopedia will contain even more information, but not every household can afford an encyclopedia. However there are now several relatively inexpensive children's encyclopedias being offered at reduced rates in supermarkets. These are worth investigating.

Once a child shows an interest in any subject, you and he usually can find a book about it in the library. Most households interested in nature can afford one or two books as presents for a child

(Continued on page 9)



—George A. Hammond

A five-year-old observes the newborn moth as it leaves its cocoon home.





# JOY IN THE MORNING

by  
Shirley  
L.  
Hill





MONIKA SCoured THE HIDE of the water falo with mud, as her mother had taught her. Then with a flick of its tail, the "mohish" brushed away, and walked out deeper into the pond's waters, until all but its contented face was submerged. Monika stood in the cool water for a moment. She was graceful in her clinging sari. The long black hair braided down the back glistened in the Indian sunlight. Then she stepped up on the bank and sat down in the shade of the big pipul tree. Her friend Aroti had already finished washing the brass cooking pots and was waiting for her beneath the tree. "You are looking very happy today, Monika. What has happened? Has your father found a maharajah to marry you?" Her eyes twinkled with mirth at the thought.

Monika laughed good-naturedly, then explained: "My father has given me permission to go to Ranighat to the Young People's Retreat! I will be gone four days, and I will see all my old friends from the mission school. I am so happy, Aroti! Oh, if only our father would allow you to go, too!"

A shadow fell over the other girl's sunny face, but she tried to conceal it with an indifferent shrug, "Oh, I shall be much too busy getting all the things ready for my wedding!"

They laughed again over the joy of the engagement party the month before, and Aroti's eyes shone when she spoke shyly of Horren, whom she was to marry in June.

They parted in the dusty village lane, a few moments later, Aroti carrying the bright brass pots on head and hips, and Monika pushing the clumsy buffalo to make it hurry. She was going to the Young People's Retreat, and life was wonderful!

Two days later, she was on the local bus. Wedged between an ancient grandmother holding a clucking hen, and a young mother with restless babies and a nanny goat, she could hardly breathe, much less move. Her eyes danced with excitement as she thought of all the friends she would soon see. There was Maloti, who had been her closest friend at school, and Mukti, Puspa, and Suhar. They would all surely be there. In fact, Maloti was one of the officers, she had heard.

Her eyes grew wistful with longing as she thought of some of the girls. They had been able to go on to higher schooling. A flood of tears came suddenly as she remembered the day, two years ago, when she had stood on the mission school verandah and accidentally overheard a conversation about herself. She could never forget it. . . .

"She is not a lazy girl, I grant you that!" the Headmistress was saying.

"Monika is a dear girl, and does her very best. How good she is with the younger children, and the babies in the Orphanage!"

Monika blushed with pride at these words, and was about to steal away when she heard:

"But her father cannot continue to pay for her schooling. Robi Babu has seven children, four of them boys. He has written that he cannot afford to

educate all of them, and asks if Monika shows enough promise to go on. I must be fair . . . and honest . . . I must write to say that Monika does not show enough promise, scholastically, to justify the expense of her going farther in school. . . ."

The rest of the words were lost to memory as Monika looked at the landscape through blurry eyes. She had been home for a year now, just working with her mother, and helping the younger brothers with the herd. Perhaps nothing wonderful would ever happen to her! Oh, there had been cautious mention of marriage among the elders, but nothing ever came of it. Perhaps God found her useless! The tears slipped down her cheeks again as the rickety bus lumbered down the endless Indian road. Finally, she fell asleep remembering the words of the pastor last Sunday, "All things work together for good . . . for those who love God. . . ."

\* \* \* \* \*

"Oh, Monika, how good to see you again!" The chattering girls laughed and giggled over old jokes from boarding school days. Monika was a bit overwhelmed at the sight of them. They seemed so poised, so smart, so knowing! They were pretty, too, in their best saris. A little ruefully, she brushed at her own sari folds. It had been her mother's best, and was thin with years of wear. She pushed out these thoughts, and listened to the gay chatter with a light heart.

"Did you hear who is to be our main speaker for the Retreat?" Maloti asked. Her eyes twinkled with glee. "The committee voted to ask one of the young lay leaders from a remote village to be our speaker. We usually have a pastor, or missionary, or one of the teachers. This time we shall have an untutored farmer for our honor speaker!" Her voice was tinged with a hint of malice, and Monika wondered why.

One of the girls whispered, "Maloti is disappointed because she wanted Dhiren Babu, the teacher from her village, to be the speaker. There are rumors that they will soon be engaged. . . ."

The bell rang for the first meeting, and the girls hurried down the path to the chapel. Monika's heart beat with high anticipation. Oh, how wonderful to be here! To have fellowship with Christian young people again. Aroti was the only Christian girl her age in the village, and soon she would be married, and go many miles away. However here she was, seated on the smooth chapel floor, with hundreds of other young people who also loved Jesus. How lucky she was! She listened attentively as the officers outlined the program for the Retreat. . . .

"We urge you to attend every session . . . except when you are on duty preparing rice for the meals!" There was an appreciative chuckle, and he went on. "Of primary importance this week, are the prayer groups which will meet each morning at dawn."

"Now I want to introduce to you Sonkhori Tudu, from the village of Huldajuri, many miles from here. He has brought with him a message which I know will help us in our Christian life."

Sonkhori stumbled over a frayed matting on the



platform, and a ripple of laughter ran over the assembly. He smiled with them and began to speak.

"I was amazed when the letter came, asking me to be one of your speakers. I have been coming to Young People's Retreat for three or four years, and I realize that you have very learned people as your speakers. This definitely lets me out!" Now there was a difference in the laughter, Monika noticed. All listened with a rapt attention.

"They said in the letter that they wanted me to speak about how to begin Christian work in a non-Christian village. This seems strange to me, for many of you are in high school, some in college. You have learned much in the mission schools." He grinned engagingly. "I only went to the sixth grade in school, for my father died, and I had to return to my village. I had to take a man's place in the world. I found that farming the land took all my time, and my bones ached each night as I lay on my mat. I forgot God and all that had been taught me in the mission school. Ours was the only Christian family in the village, and there was no one to bolster my faith."

Monika was not the only one whose eyes were riveted on the stalwart young man. There was a hush in the chapel, as all listened to the story unfold.

"Then one night Didima (old grandmother) called me to her side. Her face was wrinkled with pain, but her eyes were clear as the stars above. She held a Bible in her hands, one that she had treasured for many years. It had been kept in a tin box, locked up, and she took it out on special occasions, and let us all look at it. Of course, we were never allowed to touch its yellowed pages. Then she'd lock it away again and put the key on a string around her throat.

"My grandmother loved this Bible, and held it close to her heart in those moments before death. I shall never forget her words. . . ."

"Sonkhor, take my Bible." Into his trembling hands she pressed the book, then fell back with a groan. "Oh, my fine grandson, I am in pain." She gritted her teeth in anguish. Helplessly he offered, "Shall I call the 'kobiraj' (medicine man), Didima?"

"This is not the pain of the body, Sonkhor, but of heart and mind. The medicine man cannot help me," she sighed.

Looking through the half-darkness of the rude thatched house, the lad saw tears flow down the furrows of the old face. "What can I do to help you, Grandmother?" he asked.

Her voice took on a former firmness. "See this Bible here, given to me by my sister nearly forty years ago. It has been my treasure, through all the years. Until very recently, I was swollen with pride because my Bible was the only book in this entire village. I kept it safe in the tin box all these years, lest rats should destroy it, or the monsoon rains rot its blessed pages away." The boy nodded assent.

"But this was wrong, Sonkhor," she groaned. "I have been thinking much today. This is the only Bible in the village of Huldajuri! For all these

years I have hidden it, I should have been using. Reading it to bring comfort to the old women, bring new hope in the work-weary lives of you women . . . to tell the stories of Jesu to the little children, but I was afraid! Frightened that people would laugh at me . . . and fearful that my Bible would grow old and worn like me . . ." her voice was just a whisper now.

"Sonkhor, use the Bible that is your heritage. Teach the people . . . tell them . . ." The tired old body seemed to straighten out, Sonkhor thought. The joints all twisted with rheumatism were at rest at last. He moved away from the pallet to let the womenfolk come near, and found in his hands . . . her Bible.

\* \* \* \* \*

As they combed out their long tresses, the girls were all talking about Sonkhor Tudu.

"He is much taller than the other young men here, did you notice, girls?" said Mukti.

"I think he has a very pleasant voice," chimed Puspa.

"He is unlettered, but he speaks words of wisdom," said Maloti slowly.

"And does not our dear Monika have an opinion?" teased Suhar.

"I think this young man can do more good than all the preachers . . . all the missionaries . . . yet and all the educated teachers!" exclaimed Monika enthusiastically. "How good he is! Think of him working all day, and then teaching the village children to read and write in the evening. Think of him telling the stories of Jesu, such beautiful stories that the simple villagers come from miles away to hear them. If all the Christians of our vast land were like this simple young man, eager to help others, then Christianity would spread as quickly as . . . . young kid finds the mother goat!" They all laughed, but agreed.

"His friendship with the young boys of the village brought fruit, too. All villages have at least one abandoned hut . . . but in Huldajuri now, it has become a Youth Center!" continued Puspa earnestly.

"He is a very brave young man, for the village council warned him to stop telling the stories of Jesu. They threatened his life at one time. He continued fearlessly, until they were won over by his goodness, his truthfulness, his gentleness," said the woman in the doorway. They all turned to see who spoke.

"Toru, didi (elder sister), Nomoskar!" The young girls knelt at the feet of the honored teacher, expressing their respect, and desiring her blessing. None knew that she was a distant kinswoman of Sonkhor Tudu, and had been asked by the family to find a suitable bride for him. Her eyes flew quickly over the assembled girls, as they crowded around her with giggles. Then she saw Monika. How beautiful she had become! Her face was radiant.

\* \* \* \* \*

Retreat was over, Monika thought dully. Now back to the humdrum village life . . . to carrying

(Continued on page 28)



a subject about which he is particularly excited. Several publishing houses put out excellent books on nature subjects for the young, such as My Easy to Read Book series put out by Grosset & Dunlap, New York. Another is the Golden Nature Guide series, which includes books on birds, trees, stars, flowers, insects, mammals, seashores, reptiles and amphibians, weather, rocks, rock and minerals. The Golden series, published by Simon & Schuster, New York, comes in an inexpensive pocket edition which may be found in some dime and drug stores.

One very excellent and most all-inclusive book, new to me, which I discovered in our local library is *Exploring Nature with Your Child*, by Dorothy E. Shuttlesworth (Grey-stone Press, Hawthorne Books, 1952). In a fascinating way the author deals with almost every imaginable question a child might ask about birds, wild animals, "animal friends and helpers," fish, snakes and frogs, insects, spiders, flowers, trees, the earth and other planets, the stars, and the weather. Certainly such books are a necessity to almost all of us in answering a child's questions about nature. The child of first-grade

age and above can participate in finding the answers to his questions, and thereby gain valuable experience in locating information. This is a valuable skill. We parents can act, then, not so much as encyclopedias, but as fellow-adventurers, guides, helpers, and reciprocal questioners with our children in learning about nature. All of us, no matter where we live, have a vast world of nature to explore with our children this summer. It is up to us to make the most of it. And as we do, appreciation for God's good plan can well up in moments of spontaneous worship.

by Hilda E. Allen

bIBLEGRAM

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings. Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

A decade and one -----	20 107 30 42 39 68
Bread dough shaped for baking -----	59 41 25 61 113 15
False duck on the water --	131 72 102 129 49
Ordinary, or usual -----	89 8 16 40 79 109
Montgomery is its capital -	12 67 65 36 22 7 53
To pacify or compose -----	50 90 97 24 31 119
Person who buys -----	35 64 2 73 99 43 23
Careful with money; saving	28 5 130 13 1 96 18
Uppers and lowers, some-times false -----	111 37 92 76 126
Perhaps -----	80 122 88 45 103
Enclosure for confining stray dogs -----	21 117 46 14 86
Found the answer -----	57 60 108 91 115 19
At a greater distance -----	77 56 38 11 29 62 3
Sounding untrue; unreliable	98 32 121 105 81

O Blossom -----	112 128 69 82 87
P Took care of the sick ----	93 9 75 124 52 54
Q Largest city in Georgia ---	74 47 66 84 26 4 94
R Sloped -----	63 33 17 95 58 6 71
S Swagger -----	104 51 114 83 70
T To declare not to be true -	120 100 85 123
U Tract of land devoted to agriculture -----	55 101 78 116
V Unit of electricity -----	118 110 34 125
W To ask for with authority -	27 127 48 106 10 44

(Solution on page 30)

			1	2	3		4	5	6		7
8	9	10	11	12	13	14	15		16	17	18
19	20	21	22	23	24		25	26	27		28 29
30		31	32	33	34	35		36	37		38 39
40	41	42	43	44		45	46	47		48	49
50	51	52	53	54	55	56	57	58		59	60 61
62		63	64	65	66	67		68	69	70	71
72	73	74	75	76		77	78	79	80		81 82
83		84	85	86		87	88		89	90	91 92
93	94	95	96		97	98		99	100	101	102 103
	104	105	106	107	108		109	110	111		112 113
	114	115	116	117	118	119	120		121	122	123 124
	125	126	127		128	129	130	131			



# Has Your Teen-ager a Convertible?

"WILL SOMEBODY PLEASE tie my shoe?"

In the crowded sleigh several persons in the hay-riding youth group could have reached out easily to tie Nancy's shoe. Seeing her position in the middle of the sleigh full of happy, singing, laughing teen-agers one would not have said she was alone. Yet she was. She sat alone in the crowd, and her cry was a lonely cry. "Will somebody please tie my shoe?" No one did.

She had gambled—heavily. She had been isolated, but at least her isolation had not been obvious. Packed in with the rest she appeared as a group member. In these circumstances she might have halfway convinced herself she was a group member. But she wanted to know that she was a full-way group member. So she gambled with her plea. Now it was all or nothing. Either someone would reach out to help her and thus relieve her isolation, or their rejection of her would become obvious—public property.

One of the counselors quickly became sensitive. He wanted to be more than sensitive. He wanted to be helpful. He wanted to tie that shoe himself. Yet he could not. Nothing would be accomplished by an adult going through the motions of doing for Nancy what only one of her own peers could do. For the moment at least the counselor was helpless.

This episode demonstrates two of the central needs young people must try to satisfy through their own social relations.

The first need we can label: "The need for group belonging."

When Nancy's plea is considered in light of the "cold shoulder" she had lately been getting from her classmates, it becomes apparent that she was much less interested in having her shoe tied than in being offered some sign of recognition by the group. A common fear of teen-agers is that of being

unacceptable to the gang. One of the great desires of the human spirit is the desire to "belong," to "have a place." The teen-ager's opportunities for satisfying this desire are quite narrow. They center heavily in the age-level groups which revolve around the school, the church, and various community teen-ager groups. In some communities there are numerous such groups and thus a number of different opportunities to establish "belonging." Frequently, however, most of the various groups represent the same gang in different dress led by the same core of popular leaders. The groups differ slightly in actual membership but hardly at all as to who would be welcome to membership. The more limited the opportunities for belonging the more intense is the teen-ager's anxiety about it. Thus adolescents normally face this matter with a degree of urgency and strain which most adults neither know nor understand.

The second need can be identified as: "The need for intimate friendship."

Nancy hoped for her shoe to be tied as a symbol of group acceptance. But it is also significant that she wanted *someone* to tie her shoe. If a recognized leader among the young persons in the sleigh had answered her plea, and by accepting her brought the entire fellowship to accept her, she would have won her gamble. Failing that, if even a fringe member would have reached out to her, someone without the influence to sway the group's attitude, Nancy's gamble would still have been a winning one. Someone would have cared enough about her to risk his or her own belonging. Nancy would then have felt some fulfillment in at least one of the two social goals of the teen-ager. For coupled with the longing for group acceptance is the longing for a close personal friendship, a

friendship welded in the strongest of loyalties, a friendship of the kind in which each party can take easily and naturally of their most serious concerns. A young person feels a deep need for an intimate companion.

Because of Nancy's daring gamble her double-problem became clearly obvious to at least one counselor. She was simply on the "outside" in terms of both group belonging and intimate friendship. But the double-problem does not always declare itself in such definite and easily recognized behavior. Various things can happen as young people seek to satisfy their need to "belong" and to have an intimate friendship. Let's illustrate a few of the possibilities.

Heavy, square-faced Pete and lanky George play tackle and end respectively on the right side of the line for Popular High School. Each seems always to sense the move the other is making. They work wonderfully together. It is said by the townspeople that if Popular ever needs yardage all they have to do is send a halfback wide to the right because he will find a real *team* of blockers ahead of him.

Pete and George are a team off the field and throughout the year as well as on the gridiron during football season. Rarely are they seen apart. People think their friendship stems from playing side by side, and it is true that much of their mutual respect was cemented here. Pete and George know, however, that the real beginning of their friendship was in their first year of high school when they both found themselves loafing around the door during a dance at the canteen. They had decided to take a spin over to Centerville in Pete's car "to see if anything was doing."

One thing that happens in the teen-age social world is that certain persons will establish a most secure intimate friendship, but one



## Y oy Hanson



which is welded out of each friend's insecurity as to group belonging. The friendship serves as a citadel in which to withdraw from the risk of attempting group participation. One need is met, but the other goes unmet.

Bill's problem is of still a different sort.

Once Bill gets to his classrooms he is at ease. When he arrives he joins the gang gathered outside the door and joshes and exchanges ideas with the fellows until the final bell. Then he moves on into the room as one in company. But Bill dreads the walks to and from classes. He cannot help but visualize the picture of the halls and walks filled with couples and threes while one person, himself, moves along alone.

There are youth who are liked and who belong, but who have not successfully established a relationship to fill the other need—an intimate friendship. They have fun with the gang but spend lonely hours wondering if anyone really wants them—or ever will.

Then there is Susan and her long hair.

Susan's father insists over her objections that she wear her hair long. She is the only girl in her class without one of the new haircuts. Never has Susan failed to receive an invitation to a party she wanted to attend. Yet she is painfully aware that on a few occasions there have been pro and con discussions as to whether she should be invited. She has never actually been given a cool reception at any school or youth fellowship function, and yet she has, at times, noticed little secretive

groups looking in her direction as they talked, and has heard by the grapevine that a few of the girls have made catty speculations about her motives in being a "darling old-fashioned girl."

Being tolerated or patronized by a group that lets you "be around" but only part way "in" is sometimes more agonizing than just being an "outcast" and adjusting to it.

There are those who enjoy group belonging yet feel very much on the fringe and therefore insecure. They sense that any false move on their part might cut the life line which ties them to the group. They may have creative ideas they would like to insert into group planning. They may have individual interests they would like to enthusiastically pursue. They may have certain things they would like to do as a result of their own understanding of right and wrong. They may have a kindly, sensitive nature and want very much "to tie Nancy's shoe." But they stay in the background, conform to group patterns, and always make the cautious, undaring decision. The fear of the cut life line overrules all else.

The question now presents itself,

"What can parents do to help their teen-agers face this double-problem in the teen-age social world and work through it successfully?"

The first requirement for anyone who would help another is to understand the problem from the viewpoint of the other. On the basis of the simple illustrations above we could say that almost every teen-ager is moved by the need (though in some cases does not admit the need) for being both accepted in his group, and deeply cared for by some one or two within this group. He feels a desire to be secure in these relationships, to be not just acknowledged but popular, not just satisfactory but essential, not just liked but loved.

With this in mind the parents might support their adolescents (not push or prod them, but support them) in cultivating skills and abilities which other young people will enjoy sharing with them, and which will make it possible for them to contribute something to groups and persons.

Dramatic ability, for example, may not seem as practical a skill as some others a young person might learn. But a person who has an interest in drama and a



native talent in that field can usually relate naturally and readily to classmates. His peers recognize his ability and know that he has something to give the group. And the cultivation of such an interest frequently leads to close friendships with others.

One parental approach to the social concerns of the teen-ager is simply to understand that the adolescent wants to be popular and wants to be liked, and then to help one's own adolescent achieve the character, personality, and skill which makes a young person popular and liked.

There is healthy reality in this approach. Seeing the problem from youth's own perspective and meeting it in terms of what youth's own culture requires would, if it accomplished nothing more, create parents who had infinitely more sympathetic understanding, and would certainly soften the self-righteous tone with which parents so often address themselves to the problems of their teen-agers.

On the other hand, for a parent to operate solely on the basis of the formula that he will support his offspring socially by: "helping him achieve that which makes a teen-ager popular and liked," could lead to some ridiculous and tragic ends. There is a great deal of truth in the so-called "Ten Rules for Being Popular in High School." Rule number 3 is: "Be Neat in Personal Appearance." Rule number 7 is: "Be a Good Conversationalist." Rules number 1, 2, 4, 5, 6, 8 and 9 are: "Have a Car." And rule 10 reads: "If the Car Is a Convertible, You Can Ignore Rules 3 and 7."

There are probably no parents who believe, in theory, that their best contribution to the social development of their adolescents is a convertible. Unfortunately a good many parents seem to behave as if they believed it. There is widespread action based on the unimaginative theory that we can "sell ourselves" to our teen-agers by providing them with the things they feel they need.

Where this is the dominant theory and behavior pattern of the adults in a young person's world,

the natural result is that the young person will attempt to relate to his fellows on this basis. The youngster will put himself "on the market" by attempting to "sell" what the adult has sold to him. Not only tangible material things will be used this way. Even skills, abilities, talents can be viewed by the young person—not as a part of what he is and is ready to share, but as a part of what he has and is ready to sell. He tries to sell what he has as the all-important price of acceptance, and misses the truth that real belonging involves being accepted as a person, not a commodity.

The market place had already broken Nancy by the time she went on that youth fellowship sleigh and hay ride. She had been led to believe that acceptance and friendship were attainable in terms of what one had to sell. She had been approaching her fellow young people on this basis and not only failed to attain her goal, but actually had been caught in a current which swept her farther and farther away from it. Her approach had not invited people to appreciate what she was. She had invited them only to use what she had. They hadn't bought it. She had lost the respect of potential friends, and was finally reduced from selling to begging. "Will somebody please tie my shoe?"

Not all youth who compete on the market have such immediate ill-fortune as Nancy did. Some may be apparently successful throughout the Junior High and High School experience. Their commodity may win them a relation to their classmates. But if this remains the basis of their social relations they are exposing themselves to eventual heartache. One truth of the Christian faith is that what one has is temporary while what one is is permanent.

A young person may do such a successful job of selling what he has that his fellows are convinced he is strong, capable, certain; that he has a great deal to offer. The glitter of everyone wanting him for a friend may blind him for awhile to the fact that he is not capable of being a friend. The

essence of friendship is honest communication, the freedom to share one's weakness as well as one's strength. There may be adulation for, but there can be no real human relationship with the person who must conceal a portion of himself in order to maintain the basis of his association with others.

So it seems that parents have a further task than that of understanding and acting upon their adolescent's desire to be accepted and liked. Parents, at least Christian parents, have the responsibility to introduce another perspective on the problem. This other perspective is one which young people have a definite capacity to recognize and appreciate. Many of them do recognize and appreciate it to some degree. They need some guidance, however, in clarifying it and applying it to their own situation. They need parental help in learning to love their fellows as themselves, in fulfilling themselves as persons, and in giving themselves to others.

As a teen-ager surveys the contemporary youth culture he immediately senses his need for association, on a group as well as a personal basis. He instinctively wants to have a group recognize him and to have someone like him. What he needs to realize, and what surveying his problems in light of the Christian gospel will help him to realize, is that his is not a mere need for association, but a need for healthy, creative relationship appropriate to children of God—brother relating to brother. A healthy, creative relationship, according to the Christian understanding of life, is not built on a simple receiving—getting a group to recognize you and a person to like you. It is based on a desire to both give and receive, with the outgoing desire to give being the more basic.

As our teen-agers face their social adjustments our prayers for them might well take the form of that petition attributed to St. Francis: "Grant that we may not so much seek to be consoled as to console; to be understood, as to understand; to be loved, as to love."



# Families Can Have Fun Re-Creating Together



—Ewing Galloway

by Lawrence H. Janssen

POINTING TO THE NEED for greater strength of family life, Dr. J. V. L. Casserly, of General Theological Seminary, New York City, told a national conference on Social Welfare: "Today man needs family life more than ever before and a large part of social welfare casework arises from family breakdown." Dr. Casserly urged church social work to give major emphasis to strengthening family life. The slogan: "The family that prays together stays together" has become more than a bit hackneyed, in addition to its being a far too simple formula to cure a serious cultural ill. Well-intentioned recreational leaders who substituted the word "plays" for "prays" contributed little if anything to family life by so doing. Neither worship nor play, whether together or apart, will have much meaning unless it is an expression of genuine relationships which begin at some point prior to either the praying or the playing. Praying together and playing together should be an outgrowth of a genuine love of one another and a desire to extend the happy relationships of family sharing into more and more areas of activity. What we are saying is that if a family has no real desire to be together, no real basis for making shared experiences meaningful, neither praying nor playing together will help much. However, given the desire for meaningful family experiences, both worship and recreation together will not only strengthen family life, but they will strengthen the individuals involved. The child who feels secure in the family group is much more likely to feel secure when he moves beyond the family circle to face the

problems and tensions of his ever-enlarging social contacts.

## HOME CAN BE FUN

Play is one of the most natural activities of man. Its place in the home needs no apologetic, and it cannot be disputed. Recreation is not all play in the traditional sense. It might better be defined as whatever offers a pleasurable change of pace through voluntary action. Christian recreation will add the factors of building human fellowship, strengthening relationships, and contributing to the fulfillment of each individual involved. It can be as simple as reading together, or as complicated as building your own lawn furniture or a boat for use on the lake. The value of family recreation is not so much in what is being done, as in how it is being done and that it is being done together. Perhaps reading aloud illustrates this better than anything else. Small children enjoy having stories read to them long before they are able to understand what is being read. They find pleasure in a close relationship which communicates love and acceptance. As the child grows his pleasure is increased by his understanding of the stories read. When he learns to read for himself he will continue to show appreciation for the enjoyment of reading together both by desiring to have stories read to him, and by wanting to read to others. Families which start by desiring to do things together for the enjoyment of the family relationship will not have difficulty finding reading material which is of interest to all. The primary



pleasure comes from doing things together. The activity is the vehicle. A creative level is reached when stories are made up by the entire family.

The scope of recreation for the family is as wide and as varied as the imagination of the persons involved. Every family should have its own supply of recreational ideas for evenings, week ends, and holidays, as well as for both good and bad weather, for indoors and out, for ample space and more crowded quarters. A number of home magazines can be used as resources, including those published for some of the large grocery chains. Reading, music and singing, games both of the equipment and no-equipment type, simple drama, crafts, outdoor cooking, and family work-projects offer a wide possibility for the family that wants to strengthen its relationships and enjoy each other more.

Family recreation can run the gamut from simplicity to the most complicated, from reading together to building a stereo-hi fi set. While care must be taken with the children's handling of expensive equipment, the family that really desires to do things as a family will first recognize that equipment geared to the entire family's use is most desirable. Furthermore, tools and equipment are expendable; the family relationship is not.

Often family recreation can be the bridge to the enjoyment of other families and friends as well. One of the families of our acquaintance uses a tape recorder to the delight of members young and old. When they are able to work the controls and read the proper buttons each child is taught to use the machine. Conversations, readings, music, and play are recorded for later enjoyment.

#### PACK UP FOR FUN

The home is not the only place where the family can enter into creative recreational experiences together. There are many opportunities outside the home, from the extended vacation trip to week-end excursions, or an evening in the park. More and more, even the large cities are creating recreational facilities for family use.

One of the things that makes for a sense of security and a feeling of well-being is to feel at home in one's world. Everywhere around us are opportunities for trips of exploration: the art gallery, the zoo, the museum, factory tours, or a walk through the neighborhood. In these days when most of us travel by car for even the short distances to church or to the grocery store, it is interesting to go for a leisurely walk along familiar streets.

A walk through a nearby park or portion of woods at the various seasons of the year provides opportunity to study the world of nature in its many facets and seasonal manifestations. The public library with its resources enhances the experience by providing opportunity for home study on subjects of interest discovered in the park. A casual observation might well be that there are few new things to be discovered about the natural life around us. This should be no deterrent, for it is always a thrill to

make discoveries for ourselves. Encouraged to make discoveries, children will find great joy in so doing, and parents will delight not only in their own new discoveries, but also in seeing their children become increasingly aware of the world of life around them. A few simple pieces of equipment will add to the enjoyment of such trips of exploration: field glasses, a magnifying glass, and a simple guide to trees, flowers, birds, and insects.

Every summer millions of people take to the highways with tents and trailers to enjoy both the fun and the economy of outdoor living. For the most part their trips are not of the "hurry-up-to-get-there" variety, but rather are planned at a more leisurely pace, in order to enjoy doing things together. Camping, cook-outs, and exploration combined enhance relationships among family members.

A fireplace in the backyard or in a nearby park can be the practice place for cook-outs along the trail. Food prepared in the out-of-doors, feeding an appetite whetted by a day on the lake or in the forest or desert, can be even more appealing than when prepared with the latest conveniences in the kitchen at home. In addition there is a sense of real achievement to be derived from a well-cooked outdoor meal. "This is the best I've ever eaten" is a common compliment around the campfire. For shorter trips, when the experience of cooking out is not the aim, and a long period around the fire less to be desired, there are many dehydrated foods—from mashed potatoes to applesauce, jam and salad dressing—which can provide an appetizing meal.

In addition to the long vacation trip, there are many opportunities for shorter trips of exploration or practice of outdoor living. The gradual acquisition of suitable equipment makes the experience one of growing pleasure year after year.

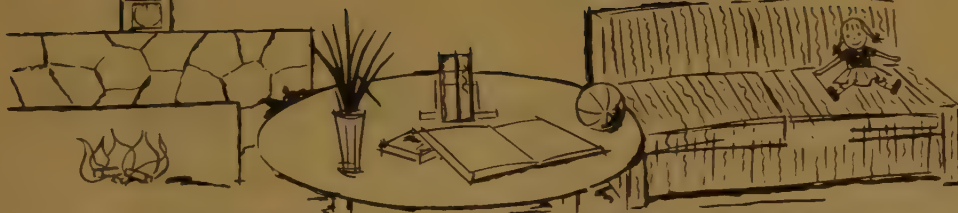
Travel is often an unenjoyable experience for parents with small children if they have not learned to create their own recreation as they go. With a little help children can make up a number of games that have value for the sharing, as well as for increasing skills of color identification and observation. A favorite with our family when the children were small was for each person to choose a color and to count the cars by color. The first person to count twenty-one cars of his color became the winner. Then, a new game was started, usually with a switch of colors. At a later stage this game gave way to alphabet games using clues from billboards. Later, more complicated games were made up and used.

To these may be added the many hours of pleasure to be had from singing together, sometimes making up words to old tunes, or singing advertising slogans to improvised tunes. Travel time is a favorite storytelling time, and the recounting of stories from our own experience has helped us realize that our own past has been quite full of adventure.

Pack up for fun, or stay at home, but by all means don't neglect the possibility of enjoying life together as a family through sharing recreational opportunities in every place where the family is together.

*(See pages 22 and 23 for meeting plans.)*





for parents

# FAMILY WORSHIP

Christians should be the happiest of people! God has created a wonderfully good world for us to live in and to enjoy. We have so many blessings to make life worthwhile. Almost everyone is aware of this, and is not afraid or ashamed to let others know of his appreciation and gratitude.

Christian parents should, in addition, be more keenly aware of the Source of all this good. They have the responsibility and opportunity to express their thanks to God, verbally, in the hearing of their children, for all his good gifts. When they do this, their children are the more likely to develop the same feelings and attitudes as they grow up. Moreover, it probably will be much easier for them to speak openly and naturally of their own gratitude to God.

It never is too late to begin. The outdoor world, with its beauty and awe-inspiring cycles, offers many opportunities for conversation between parents and children. To say, "I'm glad for such a wonderful world," is a beginning in this direction. As this kind of comment is made when the situation warrants, it will help one to be ready to add, at an opportune time, "Thank you, God, for your good world."

## Answering Questions

Another opportunity that every parent has every day, with young children, is answering the questions they ask. "Who made the rain?" "What makes the flowers grow?" "Does the sun go to bed at night as I do?" To the busy parent, there seems to be no end to this kind of question. When one sees it as an opportunity to help the child develop appreciation for God's world, it is easier to keep one's poise and patience. Answers should be brief and simple for young children. As they grow older, the answers may be more complex to suit their growing understanding. "God plans for rain for every living thing to grow," "The sun does not go to bed, it goes out of sight at night so we can sleep and rest in the dark," are typical of the kind of answers that may be given to the questions above. (See the article, "Answering Children's Nature Questions" p. 4.)

Older children sometimes can help to find answers to their own questions as the parents ask a question in reply: "What do you think makes the flowers grow? Did we do anything to help them grow?" "What?" Then you may add, "This is one way in which we may work with God."

## Planning Outdoor Experiences

As children and parents share outdoor experiences, appreciation for God's world may be deepened. For example, various objects of nature may be observed to learn about their habits such as flowers turning their faces to the sun, plants leaning over to catch the sun's rays, watching for certain birds to return to your yard to nest from season to season. This may lead to building a bird feeding station and keeping it stocked with food, or to building or installing a bird bath to provide a source of water for the birds.

If such activities are not possible for your family, perhaps you can plan regular (or at least occasional) visits to a forest, a park, or to some spot of natural, or of man-made beauty where appreciation for God's outdoors may be nurtured.

## Reading the Bible

There are many Bible passages that express appreciation for God's outdoor world. You may find it helpful to read and think about the meaning of some of them. Portions from some of these passages are suggested with the worship material for each week of this month. If you have pre-school children, you may wish to

use with them only one verse during this month. If that is the case, Ecclesiastes 3:11a would be a good choice.

The passages for your reading are: Ecclesiastes 3:11; Psalm 84:3; Luke 12:6-7, the first week; Song of Solomon 2:11-13a; Matthew 6:28-30, the second week; Genesis 1:11-12, the third week; Genesis 1:24-28; Proverbs 6:6, 8; 30:24-28, the fourth.

## Worship Materials

The materials on the next four pages are planned to be used by families. The appropriate age group is suggested by the letter in parentheses: (K) pre-school; (P) children in the first three grades of school; (J) those in grades four through six.

If you find it easier to follow an order for service you may select from the material and arrange it to suit you. Or any of it may be used informally with your children as opportunities for worship arise.

The first week of this month is Christian Family Week. It culminates on Mother's Day. If you have not made family worship a part of your family life, this may be a good time to begin.

Theme for May:

God's

Outdoors





—C. M. Abbott from A. Devaney

### A Bible Verse

*He has made everything beautiful in its time.*  
—Ecclesiastes 3:11.

**Prayer:** Dear God, thank you for the beauty of birds, and for their lovely songs. Amen.

### Birds in the Lilac Bush (K)

Bruce spent a lot of his time watching the robins that built their nest in the lilac bush. Almost before Bruce knew it, the robins were spending most of their time flying back and forth with bugs and worms in their mouths. "They don't sing much now," he complained to Ruth. "I wish they would sing like they used to!"

"They have babies in their nest," Ruth said. "They are so busy finding food for them that they have little time for singing."

One day, Bruce heard a commotion. One robin was on the ground chirping loudly. It would fly a few feet, then stop and chirp. "Is it hurt?" Bruce asked. Then he saw a baby bird on the ground.

"Don't touch it," Ruth warned. "The mother is teaching it to fly. Watch!"

Bruce watched. The baby fluttered its wings. It ran along the ground. It rose up into the air, then fell back to the ground. It rested a bit, then tried again. Finally it flew to a low branch.

"It can fly!" Bruce cried. Up in the tree, Father Robin sang and sang. "He's glad," Bruce said, "and so am I!"

Ruth nodded. "Yes," she said, "I am, too. It is God's plan for birds, Mother says."

### Theme: Birds

#### Robin Song (K)

A robin song  
Is just the thing  
To tell of God  
And love and spring.

It sounds so sweet,  
So glad and true,  
I want to sing  
About God, too.

—Florence Pedigo Jansson

#### Nest Building (P,J)

I watched a pair of robins  
Build their nest up in our tree;  
Just where they learned to make it  
Is a mystery to me.

They used some mud and bits of string,  
Some grass and wisps of hay,  
And fashioned them together  
In a wondrous sort of way.

I know God gave directions,  
For no one else could tell  
The robins just what they should do  
To build their nest so well.

—Mabel Niedermeyer McCaw

#### To Think About (P,J)

God's outdoors is full of beauty. One kind of beauty is found in the glowing feathers of many different kinds of birds. There is the beauty of their song. There is the beauty of form found in the shape of different species of birds. There is beauty of line seen in the flight of birds silhouetted against the blue sky.

The Bible speaks frequently of birds. Some verses compare man's response to God's spirit with a bird's instinct to fly to its nest. Some speak about God's knowledge of and care for birds. Some reveal man's desire for a power similar to a bird's wings to escape from the things that trouble him. A writer of a psalm speaks of a bird's confidence and sense of security in building its nest near the altar where God was worshiped. There is a song that speaks of the joy in the time of year when the birds return. In some of Jesus' teachings he spoke of the birds to teach his hearers about God's love and care for them. You may want to read some of these verses: Psalms 11:1; 50:11; 55:6; 84:3; 104:12, 17; Proverbs 30:18-19a; Matthew 6:26; 10:29; 13:32.

Perhaps you can write a psalm of praise to God for birds; or a litany of thanks for their beauty. Either may be used in periods of family worship.





## Theme: Flowers

## A Bible Verse

*"Consider the lilies of the field, how they grow; they neither toil nor spin; yet I tell you, even Solomon in all his glory was not arrayed like one of these."*—Matthew 6:28-29.

**Prayer:** We are glad for the bright colors of the flowers, dear God, and for the perfume they give. Thank you for them. Amen.

## For May (J)

April went from the world last night,  
And this morning May, with a face as bright  
As a new-coined penny, and wearing a gown  
Of bright green velvet, came to town.

Oh, May, with skies that are larkspur blue,  
With leaves and flowers that are fresh and new,  
I offer thanks to God for you.

—Enola Chamberlin

## Our Flower Garden (K,P)

Our garden is a lovely place  
With pansies, daisies, Queen Ann's lace,  
Larkspur, roses, lilies, phlox,  
And the guardian hollyhocks.

We enjoy its every hue  
And its delightful fragrance, too;  
Often flowers carry cheer  
To folks who cannot see them here.

I'm sure that God must know each Spring  
The pleasure that his flowers will bring.

—Mabel Niedermeyer McCaw

## Jack's Gift (K)

Jane came home from school with a gift wrapped in pretty paper for Mother. "It's a hot dish pad I made all by myself," she told Daddy. "I'll hide it until Mother's Day." And she did.

"I'm going to buy Mother a vase," Mike said. "I saved the money for it by selling papers."

"What can I give to Mother?" Jack asked.

"Gifts do not have to be something you can make or buy," Daddy said. "Sometimes the nicest gift is something you can do for someone." So Jack thought about what he could do for Mother. When he decided, he didn't tell. He just went to work.

On Mother's Day, Daddy gave Mother red roses. Mike gave her a vase. Jane gave her the hot dish pad she had made. Jack watched, smiling.

"Come outside," he said. He took the family back to the garage. "I weeded your flower bed," he said.

"What a nice gift!" Mother said. "You do not like to weed, but you did it out of love for me."

Jack never had felt so happy!

## Owen's Flowers (P,J)

Martha loved to help Mother in the flower garden. Owen often grumbled when he was asked to help. "I don't like flowers," he would say with a frown.

When it came planting time again, Mother said, "I'm going to give each of you a corner of the garden for your own. I shall expect you to take good care of it, and when the flowers bloom you may do whatever you wish with them."

Martha was delighted! Owen grumbled, but he did go to work spading, raking, hoeing, planting.

As the blossoms opened, Owen talked about setting up a stand near the street to try to sell his flowers. "They are yours," Mother said when she was asked. So Owen went to work with a will!

"I'll give mine away," Martha said, and she did.

On the Saturday before Mother's Day, Owen sold all his cut flowers and could have sold more.

"You still have the nicest ones left. Why didn't you cut them?" Martha asked. Owen did not answer.

On Sunday morning, Owen was up and out in his garden before the family knew it. He cut his nicest blossoms and wrapped them carefully in wax paper. He took them to church school, then brought them home to Mother. He had made a card which read, "Happy Mother's Day! Thanks for helping me to know that I do like flowers, after all. Love, Owen."

Mother smiled and said, "Thank you, Owen." Both of them were very happy!

## Yucca Blossoms

—Don Knight







## Tree House (P,J)

All the boys and girls liked to play in the Smith's yard, because of the trees.

One day Don Smith said, "We're going to build a tree house. My father will make the rules. Everyone who helps can play in it." Everyone did something to help. Everyone kept the rules.

When the tree house was finished, the children climbed into it.

"This is a fine secret hideout," Jack said.

"Things look so different up here," Mary said softly. "I've never seen the tops of other trees before. It is kind of scary!" No one said anything.

"Look at these limbs," Bill said. "I never knew before how tree limbs grow out of one another, or how strong they are."

Don was thoughtful. "I guess we can learn something from a tree," he said. "We can be strong, and yet change."

"What else can a tree teach?" Sara asked.

"To grow tall," "To protect smaller things," "To do what we were created to do," came the answers. All were quiet, thinking about the wonder of a tree!

—Lil & Al Bloom

## Theme: Trees

### A Bible Verse

*And God said, "Let the earth put forth . . . trees . . . upon the earth."—Genesis 1:11.*

### Bob's Home (K)

Bob's family had just moved into a new home. It was painted white, and had lovely big trees around it!

"I like this house," Bob said. "I like it white. What is it made of?"

"Trees," Mother said.

"It doesn't look like trees," Bob said, looking at the trees in the yard.

"No," Mother answered. "To make a house, men cut down trees. They are taken to a mill and sawed into boards. Boards are cut into the right shapes and sizes to build a house."

"But how can the trees make wood?" Bob asked again.

"They don't make wood," Mother said, "they are wood."

"Why?" Bob wanted to know.

"God planned it that way," was the answer. "He knew that wood was needed in his world."

"I'm glad," Bob said.

## Prayer in Spring (K,P)

Thank You, dear God, for spring-time,

For blue and sunny days,  
For new leaves on the oak trees,  
The new moon's silver rays.

For cheery song of bluebirds,  
For white clouds sailing high,  
Star diamonds twinkling brightly  
Away up in the sky.

For daisies in the grasses,  
For spring winds blowing free!  
I'm glad You made such lovely things

And gave them all to me.

—Dorothy Walter

### Life of a Tree (J)

I've often thought  
I'd like to be  
A towering, flourishing,  
Lovely tree.

I'd dig my roots  
Deep in the sod,  
And reach my branches  
Up toward God.

I'd hold each nest  
Within an arm,  
And help secure  
The birds from harm.

I'd watch the sunrise  
Colors spill,  
And see it set  
Behind the hill.

I'd welcome rain  
For cleansing showers,  
And see the fragrant  
Meadow flowers.

I'd shelter travelers  
Who need rest,  
And all who cared  
To be my guest.

I'd stand and view  
The world so fair,  
And lift my arms  
In reverent prayer.

—Nona Keen Duffy<sup>1</sup>

**Prayer:** We are glad, dear God, for trees. Thank you for their shade, their fruit, and for the shelter they give to birds and small creatures. Amen.

<sup>1</sup>Reprinted from *Hearthstone*, July, 1956.







## Pets (K)

Ann came home from church school full of excitement. "Oh, Mother," she said, "we had the sweetest little kitten at church! It's Barbara's pet. Let me hold it while she fixed its bed. I wish I had a pet!"

"Do all the children in your class have pets?" Mother asked.

"Well," Ann said, "Randy has a dog. Ralph has a cat. The twins have gold fish. Bud has two turtles. I guess everyone has a pet but me."

Mother smiled. "We have lots of birds that come to our feeder every day. Aren't they pets?"

"Not really," Ann said. "If we had one in a cage, it would be a pet, I guess."

"Do you think a bird wants to be in a cage?" Mother asked. "They must want to be free to fly and sing."

Ann nodded. "I guess they can be pets outdoors," she said. "That's the best way!" And it was.

## I Climbed the Hill (K,P)

I climbed the hill behind our house  
One lovely day in spring;  
I met a bunny in the wood,  
And heard a wild bird sing.

I climbed the hill until it seemed  
I almost touched the sky,  
And far below I saw the town,  
The river running by.

Below me hill and valley lay  
Spread out both far and wide,  
And in that world of sun and sky  
I felt God close beside.

—Dorothy Walter



—David W. Corson from Devaney

## Theme: Small Creatures

## Prayer

Dear God, thank You for little chickens, so soft to touch. Thank You for the good fresh eggs that grown-up chickens give us. You have made so many things that help us. Make us glad to help others, too. Amen.

—Frances Bourne Taft

## For Small Wild Things (P,J)

For lacy ferns beside the pool's still edge;  
For mosses clinging to the rocky ledge;  
For flowers that bloom along the dusty road;  
For every caterpillar, bug, and toad;  
For every slowly moving little snail;  
For each gray squirrel that flirts his bushy tail;  
For birds that flash their many-colored wings—  
I give Thee thanks, O God, for small wild things.

—Marjorie Allen Anderson<sup>1</sup>

<sup>1</sup>Reprinted from *Hearthstone*, June, 1954.

## Whispers of Love (K)

The breezes tell  
In whispers low  
Some secret things  
To flowers that grow.  
I think they tell  
Of God above;  
They seem to speak  
About His love.  
—Florence Pedigo Jansson

## A Bible Verse (P,J)

And God said,  
"Let the earth  
bring forth living  
creatures according  
to their kinds:  
cattle and creeping  
things and  
beasts of the earth  
according to their  
kinds." And it  
was so.

—Genesis 1:24.

Did you ever hear anyone ask, "What are flies, bees, or ants good for?" The question usually is asked about anything that bothers or irritates a person.

Did you ever think about why these small creatures are on the earth? If so, have you found the answer? God's plan for the universe includes them. If there had not been a reason for them, they would not have been created.

Most small creatures provide food for some other larger creature. Little fishes are eaten by larger ones. All the creeping and crawling and flying things have a place in God's plan. Some of them help to provide food, such as bees. Birds protect crops from being ruined by insects. Birds eat gnats, flies, and worms. So life is healthier, safer, and happier for us because of some of these creatures.

The Bible says, "The earth is full of thy creatures." That includes us, for we, too, are God's creatures. We, too, have our place in his plan.



# Husbands and Wives

by William H. Genné

For use with the article, "Does Your Family Belong to the F.B.I.?" page 1



Husbands and wives can be imaginative enough to overcome difficulties without creating more dissension.—A. Devaney, Inc., N. Y.

## I. The Leader's Preparation

Don't try to lead this meeting if you don't feel comfortable with the subject matter. There will be real resistance in the group. Husbands and wives do not like to examine their own relationships, and especially not in public. If they sense in you any embarrassment, or superficiality, they will either "clam up" or else they will say all the usual nice things they think you want them to say. This will waste your time as well as theirs.

If you really believe this article suggests something worthwhile then go ahead. It will be even better if you try one or two experiments, applying your imagination in your own life prior to the meeting. Even if your experiments fall flat, at least you'll have something honest to talk about. You can be sure that someone in your group will come up with some successes, just like the lady with her short-sheet story.

Only as you are honest and humble will your group feel free to make this a really meaningful discussion.

## II. Planning the Meeting

You must know your group. Their ages and their stage in family development will guide you in your approach. Some suggestions for openers:

*With newly-weds:* What do you want your marriage to be like ten years from now?

*With parents of young children:* How has the coming of children altered what you like to do together?

*With couples in retirement:* Now that he's around—underfoot all day long—what do you like to do together?

If the group likes to write, you can ask them to write out their answers on a slip of paper before they start discussing. This usually produces more thoughtful answers

than to let them start talking right off of the tops of their heads.

There are some good 30-minute films such as "Marriage Is a Partnership" (Coronet), "Who's Boss" and "Who's Right" (McGraw-Hill) with which you can begin if you like that approach and have them available.

## III. Topics to Consider

- A. If habits release us from things, how do we use our freedom?
- B. Is mediocrity in marriage worse than divorce?
- C. Name three surprises that please you most?
- D. What changes would make our mealtimes more fun?
- E. Are we getting what we want most for our money?
- F. How do we keep our love alive and growing?

## IV. Some Sources

- A. Most banks, insurance companies, and some small loan companies have leaflets of suggestions on money management.
- B. Various professional persons such as a doctor, lawyer, or social worker, might speak on "The Secret of a Growing Marriage."
- C. Your denominational headquarters will suggest helpful leaflets.
- D. The National Council of Churches can provide:

"Building the Christian Family," 5¢ ea.

"Christian Marriage," 15¢ ea.

"Marriage Troubles Can Be Overcome," 5¢ ea., \$4.50 per 100.



discussions with

# Parents

by William H. Genné

For use with the article, "Does  
Your Family Belong to the  
F.B.I.?" page 1

10 ways to enrich your relationships  
with your children.—A. Devaney, Inc.,  
N.Y.

## The Leader's Preparation

First read the comments regarding the Leader's Preparation under the Suggestions for Discussion With Husbands and Wives.

Parents often feel anxiety about their adequacy as parents and tend to be defensive about themselves.

The leader must be sure he believes in the essential potential for right decisions in both parents and children and then help them release that potential.

## Planning the Meeting

Your purpose is to help parents enrich their living with their children.

You might begin with a frank recognition of many of the confusions and conflicts that we all experience as parents.

Watch out for attitudes that demand too much or expect too little of children. ("Preface to a Life" is an excellent movie to use here.) Healthy, happy family life must rest on sound knowledge of child development. This might lead into a whole series of discussions on the ages and stages of development.

Keep the discussion focused on our families. Parents tend to start talking about all the other families in the neighborhood or juvenile delinquency in New York City rather than what imagination they can use to enrich their own families.

Keep the discussion positive and strive for a sharing attitude where parents can help each other with



their ideas (as housewives often share recipes).

Without scolding the parents, help them realize "the first step in child management is self management." Help them see how their lack of imagination creates problems, and how their use of imagination helps to develop the creative abilities of their children to make adjustments.

## III. Topics to Consider

A. What might you learn if you played "Let's Pretend" at your house?

B. What suggestions have you found practical to make mealtime a happy time in your family?

C. What suggestions have you found practical to train children in the use of money? In the management of time?

D. If children learn about God from the way parents act, what are our children learning about how God functions in everyday life?

## IV. Some Sources

A. Your denomination has some

helpful materials. Send them one dollar and ask for an assortment.

B. The National Council of Churches can provide:

"Ten Suggestions for Enriching Family Life," 3¢ ea., \$2.00 per 100

"Here I Am," 3¢ ea., \$1.50 per 100

"The Father's Role in the Emotional Development of the Child," 5¢ ea., \$2.75 per 100

C. Many magazines like *"The National Parent Teacher"* and *"Parents"* have helpful articles.

D. School teachers and counselors can be used if they are humble enough not to talk down to parents.

E. Helpful movies are: "Preface to a Life" (U. S. Government), "The Ages and Stages Series" (McGraw-Hill).

Note on film sources: Most State Health Departments have films on mental health in family relationships which they will send for the postage. State colleges and universities often will do the same for a slight service charge. A postal card will bring their catalogs.



# Home Can Be Fun

by Lawrence H. Janssen

See article, "Families Can Have  
Fun Re-Creating Together," page  
13



—Jerome Wexler from Monkmeier

## Purpose

To discover the range of family recreational needs and to help the members of the group to understand how they can help their families toward greater enjoyment of their times together; to share ideas for creative fun within the limits of the households involved.

## Getting Started

If it is customary to open with a period of prayer and singing, a hymn like "O Happy Home, Where Thou Art Loved the Dearest," might be used.

To start discussion it is suggested that each person introduce himself with the following facts about his home: Number, age, and sex of children; type of home—e.g., house with yard, apartment with no yard, farm home; whether or not the family includes elderly people; whether any family member has a handicap that requires adaptation of activities.

## Procedure

The following ideas or questions for discussion may be taken in order, or rearranged according to the interests of the group. If there is not sufficient time to discuss everything thoroughly, the group might want to begin by selecting those in which they are most interested. There may be some additional suggestions in keeping with the theme.

1. Should the family be concerned about recreation, when there is a great deal of commercial recreation available in the community?

2. What are some of the values to be found in family recreation at home that are not usually found in commercial recreation? Is it helpful to be participants rather than mere spectators?

3. What are some of the values to be derived from creative recreation that do not come from simply doing passive things together, such as watching T.V.? Is there a place for T.V., concerts, sports events, in the program of family recreation?

4. Divide into buzz groups, if there are more than five present. Have the groups list as many family recreational activities for the home as they can think of. These may be ideas they have used, ideas they have heard of, or new ideas. Reassemble after seven or eight minutes in the buzz group, and have each group report. It might be well to use a blackboard or newsprint to make a list of ideas presented. Some of the ideas presented may cause questions or comment. Ideas might well be placed in categories as to when and how they might be used—e.g., indoor or outdoor, in good or rainy weather, with young families or families with older children.

5. Select two or three specific games, activities, or hobbies, and discuss how they might be adapted for use by the families represented in the group.

6. Discuss how the group can share suggestions for family activities and adaptations on a continuing basis.

7. If practical, discuss how to start a file of recreational ideas gleaned from various magazines, books, and those which various families have tried. Each family might want to have a file of its own, and it might be possible to have a central file.

## Resources

Books on recreation can be found in most libraries. Several of the recreational encyclopedias have sections on family recreation. *The Family Pleasure Chest* by Larry and Helen Eisenberg, Nashville: Tennessee Book Co., \$1) is designed for family use.



# Pack Up for Fun

by Lawrence H. Janssen



—Don Wooldridge from Monkmeyer

## Purpose

To help families realize the resources and opportunities for increasing their enjoyment of each other and their personal fulfillment through use of a wide range of resources outside the home.

## Getting Started

A good hymn to use in the devotional period is "God, Who Touched Earth With Beauty."

To start the discussion, list the available resources in the community for within-week-end distance and for longer trips that are available for family use. Review, if necessary, the family structure of these in the group as suggested in "Home Can Be Fun."

## Procedure

The following suggestions are intended as thought starters. The group may wish to rearrange them according to their interest, or select only part of them for discussion if time is limited. The group may have other ideas which are equally important in the discussion of family fun outside the home.

1. Should families vacation together, and if so, is it practical to plan camping trips, cook-outs, and similar recreational activities when children are small?

2. Discuss facilities for outdoor and trip recreation, and in the light of what is available discuss what should be considered minimum equipment for a satisfactory experience of cooking out, a week-end or overnight camping trip, a longer camping trip.

3. Would it be possible for several families to pool their equipment, thus reducing the amount that any one family would have to have? We are thinking here of large items: tents and sleeping equipment.

4. What preparation should be made for rain or cold weather when planning an outing? Does rain necessarily spoil a camping trip?

5. How can family pleasures be shared with other

families? A possibility such as taking pictures as a family hobby to be able to share with friends upon return from a trip might be considered.

6. Divide into small buzz groups for seven or eight minutes and have each group list as many ideas as possible for car games, campfire or general camp activities, and activities for shorter trips.

Report back to the group and discuss when and how some of these ideas might be used, and how they need to be adapted for use with the various families represented.

7. If practical, plan to prepare a collection of ideas and adaptations for family use.

## Resources

Information regarding recreational opportunities in the National Parks can be obtained from the U.S. Government Printing Office, Washington, D. C. Information regarding state parks and recreational facilities is usually available from the state Department of Commerce. Chambers of Commerce usually have information regarding local facilities. State Departments of Parks are often good sources for state-wide facilities.

For additional help the various national groups such as the Boy Scouts have practical material in their handbooks. Other good books on outdoor fun include:

*Your Own Book of Campcraft* by Katherine Hammet, New York: Pocket Books & Inc. \$ .35

*Nature Lore Manual for Church Leaders* by Reynold Carlson, New York: Abingdon, \$ .35

For outdoor cooking, help can be gotten from:

Reynolds Metals Co., Richmond 19, Va.

Kellogg Co., Battle Creek, Michigan

Forest Service, U.S. Department of Agriculture, Washington, D. C., "Cooking Over the Campfire"





# Trilby Learns to Listen

by Rae Cross

—Winifred Jewell

TRILBY WAS A weather vane. A very unhappy weather vane. In the shop, before Trilby became a weather vane, he saw pieces of wood being carved into music boxes. Beautiful, smooth, shiny music boxes that played sweet music. Trilby wanted desperately to become a music box. No one knew his name was Trilby. He picked it out for himself because he loved music, and, if you said it real slow—"Tr-il-by"—it did sound like music. Anyway, Trilby thought it did.

A farmer bought Trilby and placed him on top of the barn. Trilby was supposed always to show the direction from which the wind was blowing. But, Trilby was so disappointed because he wasn't a music box that he didn't try to be a good weather vane. If the wind was blowing from the west, Trilby would try to face the east. If the wind was blowing from the south, Trilby would try to face the north.

The farmer wasn't a bit pleased with Trilby. "I paid good money

for that weather vane," he said, "and it can't be depended upon. No use having a weather vane that isn't reliable!"

"Why don't you do your job like you're supposed to?" asked the South Wind one day when Trilby was trying his hardest to face north.

"I don't want to be a weather vane," grumbled Trilby. "I want to be a music box so I can sing and listen to music."

"Well, if you don't start doing your job you won't be anything," warned the South Wind.

"If I were only a music box," sighed Trilby.

"I love music—yet how can I Hear it when I'm up here in the sky?"

Trilby sang mournfully to himself.

Trilby looked down on the ground. Timmy, the farmer's little boy, was looking right at him. "Oh," exclaimed Timmy, "wouldn't it be wonderful to sit up there like

the weather vane does and see all over the countryside!"

Trilby looked around. Why, it was nice! The big trees, the stream, the neat white house where the farmer, his wife and Timmy lived; even the big red barn on which he stood. Trilby was ashamed to think he had been so busy wishing he were a music box that he hadn't even looked around at his surroundings.

"And how nice it would be not to have the birds afraid of you," Timmy went on. "They light next to the weather vane and sing; and it's so close to the stars, the moon, and the sun. You could hear the breezes whisper to each other, and the rustle of the leaves on the trees. It would be just like listening to an orchestra all the time."

Trilby was so surprised! He could hardly believe his ears. Why, he was surrounded by music. He had been so wrapped up in himself and his troubles that he hadn't even heard it! He straightened up as

(Continued on page 28)



# Changes in Congo Family Life

by Vera C. Cuppy

—McMillan Photo

The "Old Ways"  
are changing



Timothy Lofembe and family. His wife, Malia, is seated, holding the baby. Julian is the tall girl standing next to her father. She was given in marriage without a bride price.

MISS GOLDIE ALUMBAUGH'S ARTICLE, "Family Life in the Belgian Congo," in the October, 1959, *Hearthstone Magazine*, showed that during her years of service in the Belgian Congo, she came to know the Nkundo people well. The picture that she painted was of the "old" Congo,<sup>1</sup> which is still present to a large extent. Yet, because Miss Alumbaugh and other missionaries like her have given years of loving guidance to these Congolese, a "new" Congo is developing.

Many of the deplorable aspects of the "old" Congo family life are beginning to give way to more Christian ways of living. There are fewer instances of small girls being sold into marriage. The choice of the son or daughter for a life partner is usually considered in the marriage arrangements today. The man and wife are usually more nearly the same age. It is now customary for a girl to be married when she becomes of "childbearing" age. Her husband is usually four or five years older. The Belgian Government has outlawed polygamy. This doesn't mean that there is none. It means

that there is less, and that the practice is not as acceptable by the more educated or "evolved" Congolese.

The bride price is still paid—and inflation has set in there, too. In addition to the customary spears, anklets, chickens, and goats; there are usually a cash payment and such items from civilization as bicycles, clothing, and pots and pans. As Miss Alumbaugh stated, the payments never end. When the first baby arrives; when the husband gets a better job; and at other periodic times just on general principles; the relatives will appear for more payment.

The clan ties are still very strong. Their "family" concept is much broader than ours. In the Lonkundo language there is no word for "aunt" or "uncle." All aunts are "mothers" and all uncles are "fathers." There are no cousins—only brothers and sisters. This can become very confusing to the white person. I remember when my cook asked to go to Wema to see his father. I responded that I had met his father at Bokolongo.

"Oh! That was another fa-

ther," he replied, in all seriousness.

Because of this strong clan feeling, the choice of a new member for the clan is still influenced by the clan. The amount of wealth that they can squeeze out of the man's family is of prime importance to them, too. After all, they must have that "money" in order to buy a wife for another young man in their clan. It really is quite a vicious circle.

Fertility is of utmost importance in the marriage relations of the Congolese family. If the clan buys a wife for one of their sons and she cannot provide him with a child in a reasonable amount of time, the trouble begins—and it never stops until either she does have a baby, or until she is divorced and returned to her family, which means that her family must return all installments of her bride price. (Which they will have great difficulty doing, for they have no doubt used it to buy a bride for one of their sons!) In my ten years in Congo, I did not meet more than a half dozen childless, Christian couples who had been able to remain loyal to their Christian beliefs and stay together through the years. There is just too much family pressure

<sup>1</sup>This picture was painted thus by editorial request.



to withstand.

Because this fertility is so important to them, the practice of tribal marriage is prevalent—they want to be sure she is fertile before they buy her!

In Congo today, there are three marriages. First, there is the tribal marriage, which Miss Alumbaugh mentioned and which I have discussed above. Second, there is the legal marriage which is required (but not enforced) by the Belgian Government. This is the official transfer of the girl's name from the tax book of her father to the tax book of her husband. Incidentally, this requires another "payment" to the bride's family! Sometimes the bride's family will never consent to this transfer, because it means losing legal control of the girl. A woman may live with her "tribal" husband all her life and raise many children by him, but never be legally married to him. It is in relation to this legal marriage that polygamy continues to exist. The Belgian Government will permit only one legal wife, but never checks to see how many more might be living with the husband

without being signed into his tax book.

The third marriage is the Christian marriage. This ceremony is performed by a minister (or priest in the Roman Catholic Church). It is respected by the government, and a divorce will not be granted by them without consent of the church. In the minds of the Congolese at this time, it is not as binding as the other two marriages, for they are not yet able to comprehend just what a Christian marriage is.

Although these old customs and values are still quite evident, we can see that Christ is appearing in the lives of the Congolese Christians.

Bernard Ingila, one of the outstanding teachers in our Congo Christian Institute at Bolenge, gave his daughter into Christian marriage with no marriage price and no tribal marriage. Because he had enough prestige in his clan and because he had enough courage to stand up against the wishes of his relatives, this was possible. However, Ingila fears for the happiness of this couple if anything should happen to him, for he

knows that his family would then do its best to collect the long overdue bride price.

Timothy Lofembe, one of the Monieka evangelists, gave his daughter into Christian marriage to a graduate of our business school, with no bride price. This young man is now an important government worker, and is an outstanding layman in the Coquilhatville Church. Lofembe has three more daughters at home. We are waiting to see if he will give these into Christian marriages with no bride prices, too. If he does, then how will he pay for wives for his two sons?

Miss Alumbaugh mentioned that the men spent their days in hunting and fishing for food. While this is still true in the villages, Congolese men are, in increasing numbers, moving to the centers to accept jobs as teachers, clerks, medical assistants, carpenters, masons, agriculturalists, chauffeurs, and countless other positions that education has opened up for them. These men do not have time to hunt and fish for their food. They must buy it with money that they have earned. If they live in the



Bernard Ingila is one of the outstanding teachers in the Congo Christian Institute at Bolenge. He is shown here with his family.

—Audio-Visual Services, U.C.M.S.



Vera Cuppy is shown teaching a group of village women to sew. Most of the women had never held a needle before this attempt at sewing.—Cuppy Photo



Joseph Ingandal, the pastor, conducts a Dedication Service for the parents of new babies at Monieka.—Don McMillan

city or on a big plantation, their wives are unable to have gardens and this food must be purchased. Thus, the Congolese family is confronted with the headache of budgeting its money—and there is never enough—just as we find to be the case here in the United States! The wives, with no gardens to work, have more time for other things. This is another element in the “new” Congolese family life.

When missionaries first went to Congo, there were unsurmountable prejudices against educating girls. “Who would help her mother with the heavy work in the garden and care for the younger children?” “Who would buy her as a bride if she had learned not to dirty her hands

with work?” “Who would want a wife who had learned enough to talk back to her husband?” “After all, what could a mere female learn, anyway?”

Today, that picture is changing rapidly. The products of our mission schools are realizing that there is a better way of family life. These educated men are begging the missionaries to train their wives in homemaking. They want educated wives who can take better care of their houses and children, and be hostesses for their husbands’ friends. Ingila once told me that if he watched his wife prepare a meal with her lack of knowledge of hygiene, he could not eat the food.

The Congolese are begging for the missionaries to educate their

daughters. Ironically, it is for the same reason that they used to refuse—they will get a better bride price! Now, they are beginning to realize that girls CAN learn, and that an educated wife is a much more desirable one.

The Christian family is appearing in Congo today. The young people are beginning to choose Christian partners and to raise their children with love and guidance. They are grateful to those missionaries, like Miss Alumbaugh, who have made this new way of life possible. Furthermore, they are pleading with the Christians of the United States who have the know-how to come and help to raise the Congolese women out of filth and ignorance to life abundant, about which Christ talked.

The Congolese support missions. Here Mrs. Cuppy helps the Monieka Church women to apportion their offerings.—Charles Mills Photo



A Congolese woman is teaching a pre-school church school class in the carpenter shop at Monieka.—Cuppy Photo





## Joy in the Morning

(Continued from page 8)

water from the well . . . pounding the rice . . . herding the cows . . . washing buffaloes . . . milking goats, mending tired saris and dhotis. . . . The bus rumbled homeward . . . far too fast! she thought. She reviewed the things she had heard, the stirring messages. The quiet of early morning prayer. She remembered the missionary who had spoken to them. His face had been ravaged by illness and suffering, his body gaunt. His was a farewell message, before furlough home. His eyes had glowed with love for the young people he had helped to train, as he brought them his text: "Though there be weeping for a night, joy cometh in the morning!"

I have been on the mountain, Monika thought sadly, and must return to the plain. Suddenly her eyes gleamed with determination; her slender body sat upright on the jolting seat, and she began to make plans!

\* \* \* \* \*

The children tugged at her sari, and begged to be allowed to sit beside her. She put her arms about as many as she could, and began the morning lesson. It was one of the stories of Jesu, she explained. The pipul tree near the pond seemed to spread its wide branches farther, to shade them from the blazing May sun. The story was about a very remarkable mustard seed, she said.

Later, as she trudged home with the big buffalo and the cows, she thought of the naked little children pressing close to her for love and attention. Each day brought more joy and reward, she found. These little Hindu shepherds, some mere babes, brought their cattle to the pond each day . . .

and they called her "honored teacher!"

"Well, you are taking longer each day, daughter. Do you think I do not need you to help me grind the spices?" Her mother's brisk voice broke in on her reverie. The girl laughed.

"I am sorry, Ma, but the children love to hear the stories, and it makes me so happy to tell them! It is hard for me to send them home." Then she looked around the small courtyard with a startled glance. All the family was assembled! All the children, the old Auntie, grandfather, her two uncles with their wives and children. She looked questioningly at her father, who stood in the very center of the group.

"Daughter, it is time to talk of marriage." Again her mother's brisk voice dropped into the silence of the courtyard. "We have had several offers in the past months."

Monika's eyes widened with surprise, then joy. Almost nineteen, she had thought her case hopeless! "But why did you not tell me? I had decided no one wanted me!" Everyone laughed at her flushed face.

"There is a young man named Sonkhor Tudu. Toru didi, his kinswoman, is a friend of mine from girlhood days," the mother began. "For many months his family has searched for a bride to marry this young man. It seems he made only one request of Toru, that she find him a wife who would be willing to work in the lowliest village, if necessary. One who is a Christian, and who could help him in the village work he has begun. They have chosen you, Monika."

"Do you consent to the engagement, Monika?" said her father, coming forward. He looked with fondness on his eldest child. "If you do not wish it, we will consider further."

Her joyous face was answer enough. They gathered round to discuss at

## Trilby Learns to Listen

(Continued from page 24)

South Wind came by again.

"Why, you're pointing straight south," exclaimed the South Wind. "I'm surprised you aren't trying to turn in some other direction."

Trilby laughed. "From now on I'm going to be the most dependable weather vane in the whole wide world."

"There's music around me everywhere:

The song of the birds, the whispering air;

In the stars above, the rain and the snow

I hear Nature's or-a-tor-io!"

"That's a big word for you to use," said the South Wind, "but I know it means 'music.' I'm mighty glad you got over that idea of wanting to be a music box."

"So am I," answered Trilby. "I would rather be a good weather vane and listen to you and the birds and all of the wonderful things right here that make much better music than I ever could—even if I had been a music box!"

happy length the wedding feast. Monika, however, slipped away into the shadows of an inner room. She wanted to give thanks to God, who had indeed made all things work together for good!

## Know Your Hymns

by Louise D. Phillips

Who was the composer of these favorite hymns?  
Find his name in the hymns he composed.

Place the correct letter in each blank space. Read downward.

The composer's name is \_\_\_\_\_.

FROM GREEN—AND'S ICY —OUNTAINS  
O DAY —F REST AND GL—DNESS  
—ORK FOR THE NIGHT I— COMING  
N—ARER MY GOD T— THEE  
HOW GENT—E GOD'S COMMA—DS  
B—EST BE THE TIE THAT BINDS

Let me introduce him to you.

He was an American who lived from 1792 to 1872. He was a choir leader at sixteen.

He taught children's classes without charge and wrote many music books for children.

He published more than twenty books of sacred and church music.

He founded the Boston Academy of Music. He was awarded the first degree of Doctor of Music ever given to an American. His music library is the property of Yale University.

(Answer—Lowell Mason.)



# Family Counselor

**Q** WHAT CAN BE DONE to help a child who has difficulty in making friends with those of his own age and thus feels lonely and unwanted? Our ten-year-old boy has poor muscular co-ordination and therefore is not skillful or interested in athletics.

**A** YOUR PROBLEM IS ONE that many parents encounter. It is not easy for a parent to stand idly by while a child is experiencing heartache and discouragement because he is not popular with his peers. Yet there is nothing that a parent can do that will enable a child suddenly to become popular. Neither can one change a rather shy, withdrawing child into one who is aggressive and outgoing, by scolding or "talking to" him. There is no easy solution to your problem. However, you can do some things to help your son through these difficult days.

1. You can give him real emotional support. You do this by really accepting him as he is, not as you wish he might be. If he realizes that you genuinely love him and are proud of him he will be able to face his own personal problems with greater courage. You need not be hypocritical in your pride. Here is a boy who has a good mind, a sensitive disposition, and creative interests. At the age of ten or eleven or twelve,

these may not be the qualities that appeal most to his peers, but as he gets older they will increasingly make it easier for him to get along with others and make friends.

2. You will help him develop his interests and special abilities. Provide as many opportunities as possible for him to follow his interests. Encourage your son to invite other boys to your home to "work" on interesting projects. When the other boys do come, make your home as attractive as possible for them. Have play equipment available so that when they get tired of one type of activity there will be something else for them to do. Some cookies, and, occasionally, ice cream, will be appreciated. Be friendly yourself—and understanding. Guard against seeming to be overeager for them to visit your son (this would be embarrassing to him). A friendly atmosphere and the possibility of several types of creative activities will do much to draw them back to your home. As they get acquainted with your son's own creative interests and skills, they will be much more

likely to accept him, even though he is not much of an athlete.

3. Since your son's muscular co-ordination is poor and he is not greatly interested in athletics, you will not put undue pressure upon him to develop athletic skills. Nevertheless, your husband and your son could spend some time together playing with a football, baseball, or basketball. One father and his son used to get out and kick and pass a football to each other and the boy later reported that this practice helped him become one of the best "kickers" in his group. This practice with his father and with some of the neighborhood children will probably make him more at ease when athletic games are played.

4. As your son gets older, encourage him to join the Boy Scouts. He probably will be interested in working for some of the merit badges and as he secures them, this will bring recognition from his peers. Also, talk with the scoutmaster about ways by which your son may be helped to become a more acceptable member of his group.

*Donald M. Maynard*



# Our Clocks Are Reversed

by Joyce Knudson

**OUR FIRST MORNING WALK** began on impulse. It was just eight-thirty on a glorious May morning and my husband's footsteps were slowing as he walked up the front sidewalk to the door. I met him in the doorway and his face showed the honest fatigue of a man who has worked all night.

Yet already tension was beginning to grip his muscles. This would be another day of sleeping at an unnatural hour. Another session of tossing, trying to block out the glow of sun behind a window shade and to close ears against daytime noises. For me it would be another day of quieting a lively child of seven and intercepting the busy doorbell.

My husband is a night worker. Basically happy in his engineering job, he still works against disadvantages that affect the whole household. Yet surely two adults could master an inconvenient situation. Railway workers and policemen, bakers and airline pilots—all have the same problems with shift work.

The sun was streaming down that May morning, green grass was still spangled with dew, and the whole day seemed to be pouring out an invitation to glory for a few minutes in the fresh beauty of morning.

Jim threw the paper in the door and said impulsively, "Let's go for a walk. Slip Julie's coat on her and we'll take her to school."

There were dishes in the sink, unmade beds, and unswept floors. It was madness to saunter out like irresponsible children, but we went for that walk.

Julie skipped along in delight. She introduced us to schoolmates who had only been names before. Bright little faces looked up and spilled out more morning joy. Flowers in gardens were fresher than they would be again that day.

We listened to the ring of the schoolbell and watched the pelting scurry of hundreds of young feet making a big show of discipline. We started back.

There had been startled glances

from a few neighbors but there were warm voices from back porches where early washing was being hung out.

"Isn't it a wonderful morning?"

"Now that's the way to start a day!"

We sat in the sun of the front steps for a few minutes longer. That day Jim slept better than he had done for weeks.

Yet we were still missing something. A morning walk was a wonderful beginning but it did not bring complete relaxation and freedom from tension to a man trying to live on a reversed schedule.

The real answer came when appreciation for the morning turned us to God's own Word about his world, and morning devotions. The beginning was informal, perhaps a little self-conscious. The sense of peace that quickly grew from our brief devotional period before Jim retired was a new soul-feeding experience. Jim rested more completely. I had more courage and serenity in tackling our particular problems, and a little girl who didn't see much of her father felt warmly close to him.

Our family has special problems. However, every family has its problems . . . and isn't every family special?

## Green Lake Calls for Workers

Green Lake, the Galilee of American Baptists, offers fine opportunities for summer employment and service in beautiful surroundings for 125-150 men and women 18 years of age and up on the Young Adult and Adult Staffs. Most jobs require at least 48 hours of work per week and provide a modest salary, room, board, and travel allowance. Health and accident insurance coverage is also provided by the Assembly. There are excellent provisions for worship, recreation, and study during off duty hours. Hearty meals and Christian fellowship are also part of the splendid situation at the Assembly which partially offset the modest salary.

The types of jobs available are as follows: Bellmen, Boatmen, Cashiers, Cooks, Cooks' Assistants, Bakers, Craft and Lapidary Instructors, Desk Clerks, Dining Room Hostesses, Drivers for Automobiles and Buses, Flower Arrangers, Gate Attendants, General Office Clerks, Service Technicians, House Hostesses, Kitchen Helpers in Salads and Deserts, Lifeguards and Swimming Instructors, Mimeographers, Night Watchmen, Night Cleaner, Nurses, Physicians, Office Secretaries, Switchboard and Teletype Operators.

If you are interested in having more information about the Young Adult and Adult Staffs please write to the Personnel Director, American Baptist Assembly, Green Lake, Wisconsin.

## Biblegram Solution

(Biblegram on page 9)

**SOLUTION:** "For the mountains may depart and the hills be removed, but my steadfast love shall not depart from you, and my covenant of peace shall not be removed, says the LORD" (Isaiah 54:10).

### The Words

A Eleven	L Solved
B Loaves	M Farther
C Decoy	N Fishy
D Common	O Bloom
E Alabama	P Nursed
F Soothe	Q Atlanta
G Shopper	R Slanted
H Thrifty	S Strut
I Teeth	T Deny
J Maybe	U Farm
K Pound	V Volt
W Demand	



# Books for the Hearthside

## For Children

Many persons never outgrow their love for fairy tales and their desire for magic. Boys and girls in the eight to twelve age group who still enjoy this type of book should read **The Magic Ring**, by Neta Lohnes Frazier (Longmans, Green & Co., 1959, 149 pages, \$2.95). This is the story of a family with a deep sense of solidarity and togetherness; but it is particularly a story of Becky, who loves fairy stories and believes in magic. How she got the magic ring, what her three wishes were, and how she learned that reality is more wonderful than magic make a fascinating story. Laid in the first half of the twentieth century, the story also includes the changing customs of our country as well as some of the events that have had great historic significance. Kathleen Voute's illustrations add interest to the book.

Our world is a fascinating place and it reveals its secrets to those who want to learn them. Seven- to eleven-year-olds will discover some of these secrets in **Our Friend the Forest**, by Patricia Lauber (Doubleday & Co., 1959, 64 pages, \$2). There are three sections of the book: What Makes a Forest? How a Tree Grows, and Our Friend the Forest. Each section is subdivided to answer questions about one of America's greatest resources—its forests. The book also will make its readers much aware of the need for, and an interest in, conservation of American forests.

The book is well illustrated with lovely drawings by Anne Marie Jauss. One is a two-page map that shows the forest regions in the United States as well as types of forests to be found here. Families interested in nature also will enjoy this book.

Boys and girls nine to twelve who are interested in scientific matters will enjoy **Let There Be Light**, by Lillian J. Bragdon (J. B. Lippincott, 1959, 91 pages, \$2.75). Beginning with the lights of the sun, moon, and stars (all that primitive man knew), the author traces the gradual development of man's knowledge and use of light. The importance of fire is shown, as is each successive step from pine torch to lan-

tern, candles to lamps, and to electricity. Modern uses of light are described. What the author says about the conquest of darkness—predictions of future uses of light—has thrilling implications for budding young scientists. The book is well illustrated by Leonard Shortall.

## For Pre-Teens

**Sea Venture** by Willoughby Patton (Longmans, Green & Co., Inc., New York, 1959, 146 pages, illustrated, \$2.95) takes place in the early days of the colonists. Michael finds adventure as he sails from Plymouth, England, to the Virginia Colony. Michael has ambitions to be a shipwright, his father's occupation, but Uncle Enoch is a tanner and sees things in a different light. What happens to Uncle Enoch influences the decision, though. Young readers will thrill to the adventures of Michael in those early days.

## WILBUR



"You realize that not all the seeds that are planted come up."

## For Adults

A very helpful book of meditations for busy adults is the **365 Windows** by Halford E. Luccock (Abingdon Press, 1960, 239 pages, \$2). The author is a well-known writer, author of more than twenty-four books. *Christian Century* readers recognize him under the pen name of Simeon Stylites. The title of the book was inspired by a villa in Italy whose builder incorporated 365 windows within the house. Thus, he made a different window available for each day so that the owner would look out upon the world from a different view each day. **365 Windows** gives to the reader a different picture each day; windows to enrich, strengthen, and develop one's inner approach to God, his people, and his universe.

To persons interested in religion, but not yet committed to it and to those committed to religion but not able to show the reasonableness of their position, W. E. Sangster offers one hundred down-to-earth replies in his book, **Questions People Ask About Religion** (Abingdon Press, 1960, 142 pages, \$2.25). The questions are so arranged that they may be read consecutively or here and there according to the particular interest of the reader. At least a page is devoted to most of the questions. Dedicated, in a way, to the working man, this book should be helpful, also, to most persons.

An interesting book to keep family fun and enthusiasm alive while the different girls are growing up is **—And Everything Nice** by Vance Hyde (David McKay Company, Inc., 1959, 235 pages, illustrated and with an appendix, \$3.95). Mrs. Hyde's approach to guidance for the parents in bringing up daughters is quite different from that of Drs. Spock, Gesell, and Ilg. She chooses rather to use a mother's approach. While not strictly scientific, it is refreshing to read of her resourcefulness in relating herself to her husband and children. She doesn't lack imagination in making family living fun instead of a chore. Here is a book that is helpful, appreciative; warm in human interest and at the same time sprinkled with wholesome good humor.



Over  
the  
back  
fence

### Significant Observances in May

The month of May includes a number of important observances, most of which are of real significance to the family.

*Child Health Day* is recognized on May 1. What miracles have been wrought in the last few years that have contributed to better health and longer lives for children! Parents may well think of this as a day of real thanksgiving for all health workers.

*National Christian Family Week* culminating in Mother's Day is of long-standing observance the first full week, May 1-8. See *Hearthstone* for April, 1960, for suggestions and ideas.

The first full week is also *National Music Week*. Music can play such an important part in family living that both observances could well be worked in together.

*National Girls' Club Week* is on the calendar for May 8-15 as is *National Hospital Week*; both of these observances call for families to consider how fortunate they are to be living in these days.

A birthday we can remember with gratitude is that of Edward Jenner, born May 17, 1749. Jenner was the English physician who gave the world the vaccination process which has saved so many lives.

May 21 is the anniversary of the founding of the *American Red Cross* in 1881. How many thousands of homes have been ministered to in time of disaster by this service organization.

Last but not least is *Memorial Day*, when all of us who have "loved long since and lost awhile" are made mindful of the great truth that "love can never lose its own."

### Problems for Parents to Ponder

In contrast to the observances in May which have been so helpful to our families, consider for a

moment some social problems which are influencing families in a negative way.

A careful, objective, continuous study should be given to the liquor problem and its effects on families. In traffic accidents alone this influence is enormous. Although enforcement at this point is not strict, even the lax efforts and inadequate records we do have indicate that more than 50 per cent of traffic fatalities involve drinking drivers and pedestrians. More than 57 per cent of all arrests made in 1,586 American cities in 1958 were for liquor law violations. No family knows when it may be directly and tragically involved. It has been quite definitely established that two cocktails may reduce visual efficiency as much as wearing dark glasses at night.

A growing menace that involves nearly a billion dollars a year is traffic in sex literature of all kinds, the vast majority of which is definitely pornographic. Much of it comes unordered into homes to little children who have sent in for some such innocent toys as balloons and thus their names were secured from mailing lists for unwholesome promotion purposes. Information is available from the post office department regarding steps that parents can take in this problem.

Last but not least in the space available is the issue of nuclear fallout from testing activities as well as the threat of nuclear warfare. The fears of many of our scientists are not given much publicity in many newspapers and magazines. An article in *The Saturday Review* for November 28, 1959, entitled "The Bombing of St. Louis," will give parents much food for sober reflection.

These are not all the social problems which will help or hurt our families in our day but they will do to start. Study materials in these areas can be provided by your library.



# Come, Walk With Me

Come, walk with me  
Where blue phlox sways  
Beneath oak trees  
In Spring's sweet days.

Let's leave the car here by the side of the road. Come. We'll climb over this old rusty fence and tramp over these hills and see what we can see.

Do you smell the wild flowers? I wonder what kinds we'll find today. It's May now, there should be wild sweet Williams in bloom in the timber.

Follow me. I know where this path leads. See? We just push our way through these little blackberry brambles and then walk down this winding path and across the little creek.

Now, look! See that old oak tree over there? At its base are some sweet Williams. In the nature book, they are called wild blue phlox but I always call them sweet Williams; that's what my mother always called them. And see, beyond the tree on the hillside—there's a whole carpet of them. Sure! We'll pick some and we'll dig some plants to take home and plant in our wild flower hollow.

It's not difficult to dig these plants; the roots don't reach down very deep. Even after they've stopped blooming, the foliage is pretty.

When we get them home, we'll plant them near the base of a tree so they'll feel at home. Next year when they bloom, the flowers may be a little larger and more plentiful because wild flower species planted in a cultivated garden often do better than in their original growing place.







# To Mother on Her Day Give Books

## THE BIBLE HERB BOOK

By **Marian Maeve O'Brien**. The magic of herbs and their place in the lives of Bible homemakers offers to modern women a new adventure in living. Mrs. O'Brien presents the delicate art of choosing and using herbs to season daily meals. A wonderful companion book to *The Bible Cookbook*.

Paper, \$1.95; cloth, \$2.95

## THE APRON-POCKET BOOK of MEDITATION and PRAYER

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By **Cornelia M. Renfro**. The Bible verses, prayers, and meditations of this devotional book are interwoven with the thoughts and feelings of a woman searching for ways to make her life more meaningful.

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By **Laura J. Larson**. These 18 refreshing devotional programs for women's groups are complete with opening hymns and prayers, suggested Scripture and special music, and closing prayers.

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By **Edith Deen**. To the power of good biography to stir the reader to the depths is added here the subject matter of the greatest women in Christendom's 19-century march, recalled with understanding, abundant detail and genuine sympathy.

\$4.95

## THE BIBLE COOKBOOK

By **Marian Maeve O'Brien**. "A basic cookbook especially designed for the busy housewife as well as the 'seasoned' gourmet. It is one of the most unusual cookbooks, a unique, exciting combination of traditional foods of the Bible together with today's modern foods."—*Jean Kaufman, Gourmet Club of America*.

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By **Frances P. Reid**. *Reflections and prayers of a mother*. In simple, yet almost poetic language, Mrs. Reid briefly relates an event or describes a situation from the life of a young mother.

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## DEVOTIONS FOR WOMEN AT HOME

By **Martha Meister Kiely**. Writing out of the conviction that housewives grow weary not so much from overdoing as from "under-being," Mrs. Kiely has prepared this collection of 115 brief devotions.

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## WORSHIPING WITH WOMEN OF THE BIBLE

By **Florence C. Brillhart**. To enrich your faith, the author dramatizes the abundant faith of the women of the Bible and shows in these forty devotions how their experiences can be applied to life today.

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## ALL THE WOMEN OF THE BIBLE

By **Edith Deen**. This is the first comprehensive book ever written on *all* the women of the Bible. All are here—saints and harlots, faithful mothers and wives, queens, sorceresses, concubines, business women—in rich, inspiring detail.

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